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ABSTRACT

Presented is the M-A-P (motor, academic, and perceptual) skill development checklist, said to be designed to provide the teacher of young handicapped children with a behavior oriented evaluation of the child's skills leading to the provision of appropriate learning objectives. The checklist is designed to be completed as a result of teacher observation of the child. The chart lists behaviors from simpler to more complex and usually offers five levels of possible performance for each behavior. Included are 14 gross motor skills (from raising head to riding tricycle), 19 manipulative skills (from moving hands to playing a musical instrument), 27 self-care skills (such as zippering and putting away toys), two skills in the area of body awareness (such as naming body parts), seven general academic readiness skills (such as following directions and handling books), 10 communication skills (such as making conversation), seven early academic skills (such as writing letters), six visual discrimination skills (from focusing to discriminating among sizes), and four non-visual discrimination skills (such as taste discrimination). Forms are provided on which to summarize the child's current level of functioning and to formulate a behavioral prescription based on the results of the checklists. (DB)

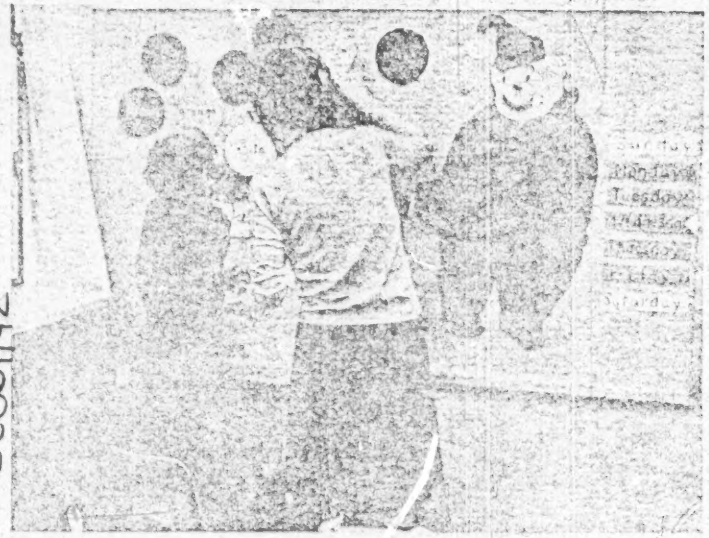
ED 087161

MOTOR

M- MOTOR

A- ACADEMIC

P- PERCEPTUAL



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M-A-P PROJECT
SKILL DEVELOPMENT
CHECK LIST

ACADEMIC

ARIN INTERMEDIATE UNIT 28

Serving Indiana-Armstrong Counties

Early Childhood Education
of the Multiply Handicapped

MOTOR-ACADEMIC-PERCEPTUAL (M-A-P) SKILL DEVELOPMENT CHECKLIST

(a part of Project # 48-03016-32-500)
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M-A-P Project
ARIN Intermediate Unit
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Indiana, Pennsylvania 15701

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INTRODUCTION

The Motor-Academic-Perceptual (M-A-P) Skill Development Checklist* is designed to provide the teacher of multiply handicapped young children with a behavior-oriented evaluation of the child's existing motor, academic, and perceptual skills. Through the frequent use of this single measure, appropriate learning objectives can be established for each individual child.

The checklist may be easily completed through teacher observation of the child as he/she is involved in classroom activities. Since the facets of each skill are arranged hierarchically, the chart can be used to establish appropriate subsequent learning objectives for the child.

For further information on the M-A-P checklist and the manner in which it is and can be used, please contact:

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* Compiled by D. K. Smith, 1972; Revised, 1973.

ARIN INTERMEDIATE UNIT #28
SKILL DEVELOPMENT CHECKLIST
M-A-P PROJECT

NAME _____ AGE _____ (years-months) CENTER _____

DATE _____ EVALUATED BY _____

Directions: Mark one (1) space with a red "X" for each category to describe the child's current level of behavior. Write in any specific behaviors of interest.

Example:

	1	2	3	4	5
1. RAISING HEAD		X			
2. ROLLING BODY	X				

1. MOTOR SKILLS
   A. GROSS MOTOR SKILLS

	1	2	3	4	5
1. RAISING HEAD	Shows no ability	Tries to turn head	Turns head in response to a sound while lying down	Raises head without support (while lying down)	Holds head erect while sitting
2. ROLLING BODY	Shows no ability	Rolls from stomach to side	Rolls from stomach to back	Rolls from back to stomach	Rolls body easily
3. SITTING	Shows no ability	Sits with support	Sits without support	Achieves a sitting position independently	Maintains a sitting position without support

	1	2	3	4	5
4. CRAWLING	Shows no ability	Lifts chest	Lifts chest and stomach	Moves both arms, then both legs	Crawls independently
5. STANDING	Shows no ability	Seeks objects to use as support	Pulls self up to erect position	Stands erect holding on to object without support	Stands erect without support
6. WALKING	Shows no ability	Walks when both arms are held	Walks when one arm is held	Walks around objects, holding on for support	Walks independently
7. RUNNING	Shows no ability	Tries to run, but unsuccessful	Exhibits an uncoordinated run	Runs slowly	Runs quickly
8. JUMPING	Shows no ability	Tries to jump	Jumps with both feet but awkwardly	Maintains balance while jumping once	Jumps more than once exhibiting sureness of movement
9. HOPPING	Shows no ability	Tries to hop	Hops in place but loses balance	Maintains balance on one foot (note preferred foot)	Maintains balance while hopping on either foot
10. WALKING ON BALANCE BEAM	Shows no ability	Takes a few steps on 4" beam with assistance	Takes a few steps on 4" beam without assistance	Walks forward easily heel to toe	Walks backward heel to toe
11. SKIPPING	Shows no ability	Tries to skip	Skips occasionally with steps interspersed (no rhythm, but concept of skip)	Skips to one side only alternating with a skip rhythmically	Skips with rhythm, alternating feet and maintaining balance

		1	2	3	4	5
12.	USING STAIRS a. Ascending	Shows no ability	Goes up with assistance of person, 2 feet per riser	Goes up holding rail, 2 feet per riser	Goes up with assistance (rail, person) 1 foot per riser	Goes up without assistance, 1 foot per riser
	b. Descending	Shows no ability	Goes down with assistance of person, 2 feet per riser	Goes down holding rail, 2 feet per riser	Goes down with assistance (rail, person), 1 foot per riser	Goes down without assistance, 1 foot per riser
13.	PLAYING BALL a. Throwing ball	Shows no ability	Holds on to ball	Releases ball	Releases ball with direction	Moves and throws
	b. Catching ball	Shows no ability	Holds on to ball	Stands still, hands ready for bounced ball	Moves so that hands can reach for bounced ball	Catches ball on the fly
14.	RIDING TRICYCLE OR TOY CARS	Shows no ability	Watches in motion	Pushes	Gets on	Gets on and moves

B. MANIPULATIVE SKILLS (EYE-HAND COORDINATION)

	1	2	3	4	5
1. MOVING HANDS	Holds both hands tightly fisted	Moves hands randomly	Moves hands together in unison	Leaves hands predominantly open	Plays pat-a-cake
2. MOVING FINGERS	Shows no finger movements	Extends fingers	Plays with own fingers	Scratches with fingers	Manipulates toy with fingers
3. GRASPING	Shows no ability to grasp	Squeezes items placed in hand	Releases objects from grasp	Transfers objects from hand to hand	Uses fingers in a pincer movement to grasp
4. SHOWING HAND PREFERENCE	Shows no hand preference	Uses one hand better than other (note hand preference)	Tries to name preferred hand (e.g., left, right), not always correctly	Names preferred hand correctly (note hand preference)	Differentiates between left and right in situations other than handedness (e.g., "turn to your right")
5. MANIPULATING PAPER (e.g., folding, tearing)	Makes no attempt	Handles paper and attempts task	Folds paper but unable to match edges	Folds paper and matches edges	Folds paper into various forms
6. DRAWING	Makes no attempt	Holds implement for use	Scribbles	Connects lines, dots, etc. to make forms	Draws representations
7. COLORING	Makes no attempt	Holds implement for use	Scribbles	Places colors within approximate area of the design	Colors within the lines of the design

	1	2	3	4	5
8. CUTTING a. Teacher holding paper	Makes no attempt	Cuts randomly with 2 hands on scissors	Snips ramdomly, one hand on scissors	Cuts systematically, one hand on scissors	Follows line in cutting, one hand on scissors
b. Child holding own paper	Makes no attempt	Cuts randomly with 2 hands on scissors	Snips randomly, one hand on scissors	Cuts systematically, one hand on scissors	Follows line in cutting, one hand on scissors
9. PLAYING IN SAND	Makes no attempt	Shows interest at a distance	Touches and explores	Makes a simple pattern	Experiments and elaborates on pattern
10. PAINTING WITH FINGERS	Makes no attempt	Shows interest at a distance	Touches and explores	Covers paper with paint exhibiting poor control	Covers paper with paint exhibiting good control
11. PAINTING WITH A BRUSH	Makes no attempt	Shows interest at a distance	Dabs paper with brush	Uses large brush to make designs on paper	Paints within lines of a picture
12. PASTING	Makes no attempt	Shows interest from a distance	Spreads paste randomly	Spreads paste and turns paper over to stick	Pastes on specific area
13. BUILDING WITH BLOCKS	Makes no attempt	Handles blocks	Stacks two blocks	Stacks more than two blocks	Makes dramatic representation (e.g., house)

	1	2	3	4	5
14. PUTTING PUZZLES TOGETHER	Makes no attempt	Shows interest	Completes one-piece puzzles	Completes two piece puzzles	Completes puzzle with three or more pieces
15. STRINGING BEADS	Makes no attempt	Strings 1 large bead on string with assistance	Strings at least 2 beads on string without assistance	Strings at least 3 small beads on string	Strings beads on string to make pattern
16. PLAYING WITH PEGS	Makes no attempt	Inserts large peg with assistance	Inserts large pegs independently	Inserts small pegs independently	Inserts pegs to make a pattern
17. PLAYING WITH CLAY	Makes no attempt	Handles material with assistance	Handles materials, experiments with finger movements	Uses hands, fingers, and body pressures to produce shapes	Reproduces simple shapes
18. PLAYING WITH TRUCKS, CARS, TOYS	Shows no interest	Picks up and carries	Plays with	Makes it go	Engages in dramatic play
19. PLAYING MUSICAL INSTRUMENTS	Shows no interest	Explores for sound	Pounds (e.g., drum) Shakes (e.g., bells)	Strikes 2 hands together with cymbals and/or holds instrument with one and strikes with other	Imitates rhythmic movements in group situation

C. SELF-CARE SKILLS

	1	2	3	4	5
1. DRESSING					
a. Unbuttoning	Shows complete dependence	Shows interest in learning	Helps adult unbutton	Unbuttons with direction	Unbuttons independently
b. Buttoning	Shows complete dependence	Shows interest in learning	Helps adult button	Buttons with direction	Buttons independently
c. Snapping	Shows complete dependence	Shows interest in learning	Helps adult snap	Snaps with direction	Snaps independently
d. Zippering					
(1) Zipping down	Shows complete dependence	Shows interest in learning	Helps adult zip down	Zips zipper down with direction	Zips zipper down independently
(2) Zipping up	Shows complete dependence	Shows interest in learning	Helps adult zip up	Zips zipper up with direction	Zips zipper up independently
(3) Starting zipper	Shows complete dependence	Shows interest in learning	Helps adult start zipper	Starts zipper with direction	Starts zipper independently
e. Tying knots	Shows complete dependence	Shows interest in learning	Helps adult tie knots	Ties knots with direction	Ties knots independently
f. Tying bows	Shows complete dependence	Shows interest in learning	Helps adult tie bows	Ties bows with direction	Ties bows independently

	1	2	3	4	5
g. Removing outer clothing					
(1) Removing hat	Shows complete dependence	Shows awareness of process	Helps adult remove hat	Removes hat with direction	Removes hat independently
(2) Removing mittens	Shows complete dependence	Shows awareness of process	Helps adult remove mittens	Removes mittens with direction	Removes mittens independently
(3) Removing coat	Shows complete dependence	Shows awareness of process	Helps adult remove coat	Removes coat with direction	Removes coat independently
(4) Removing boots	Shows complete dependence	Shows awareness of process	Helps adult remove boots	Removes boots with direction	Removes boots independently
h. Putting on outer clothing					
(1) Putting on hat	Shows complete dependence	Shows awareness of process	Helps adult put on hat	Puts on hat with direction	Puts on hat independently
(2) Putting on mittens	Shows complete dependence	Shows awareness of process	Helps adult put on mittens	Puts on mittens with direction	Puts on mittens independently
(3) Putting on coat	Shows complete dependence	Shows awareness of process	Helps adult put on coat	Puts on coat with direction	Puts on coat independently
(4) Putting on boots	Shows complete dependence	Shows awareness of process	Helps adult put on boots	Puts on boots with direction	Puts on boots independently

	1	2	3	4	5
2. WASHING HANDS	Shows complete dependence	Dabbles in water	Helps adult wash hands	Washes palms of hands independently	Washes whole hand independently
3. TOILETING	Shows complete dependence (has not established any schedule)	Meets with periodic success when placed on toilet (teacher-determined schedule)	Needs reminding to avoid accidents	Recognizes need but may need assistance (with clothing, facilities)	Knows when and does it independently
4. EATING					
a. Drinking from cup	Exhibits no skill	Drinks liquid from cup when cup is held by an adult	Holds cup to drink (with or without spilling) when placed in hands by an adult	Picks up and drinks from cup independently with occasional spills, holding it with both hands	Drinks independently from cup, holding it in one hand
b. Using spoon	Exhibits no skill	Shows interest in self feeding	Feeds self with fingers	Uses spoon for semi-solid (e.g., pudding)	Uses spoon for liquids (e.g., soup)
c. Using fork	Exhibits no skill	Shows interest in using fork	Uses fork with assistance	Uses fork like a spoon	Uses fork appropriately
d. Using knife	Exhibits no skill	Shows interest in using knife	Spreads with knife	Cuts with knife	Uses knife and fork together

	1	2	3	4	5
5. GROOMING a. Brushing hair	Shows complete dependence	Shows awareness of process	Helps adult brush hair	Uses brush independently with occasional success	Brushes hair appropriately
b. Brushing teeth	Shows complete dependence	Shows awareness of process	Helps adult brush teeth	Uses brush independently with occasional success	Brushes teeth appropriately
c. Wiping nose and/or mouth	Shows complete dependence	Shows awareness of process	Uses tissue independently but ineffectively	Uses tissue independently with occasional success	Uses tissue appropriately
6. CARING FOR CLOTHING (Hanging up clothing)	Shows complete dependence	Shows awareness of process	Helps adult hang up coat	Hangs up coat, but not always appropriately	Hangs up coat in the proper way and place
7. PUTTING AWAY TOYS	Shows complete dependence	Shows awareness of process	Helps adult put toys away	Puts toys away, but not always properly	Puts toys away in proper places

D. EXHIBITING BODY AWARENESS

	1	2	3	4	5
1. SHOWING SELF-AWARENESS	Shows no self-awareness	Responds when name is called	Recognizes self in mirror with verbal prompting	Recognizes self in mirror without verbal prompting	Identifies self in photographs
2. NAMING BODY PARTS	Shows no awareness of body parts	Names or touches gross body parts on self (head, arms, legs, tummy) on command	Names or touches fine body parts (facial features, fingers, toes)	Names and touches parts of body by function	Identifies body parts of others

II. ACADEMIC SKILLS

A. GENERAL READINESS

	1	2	3	4	5
1. PARTICIPATING IN THE GROUP	Shows no awareness of the group	Joins the group with little involvement	Joins the group and attempts to pay attention to what is happening around him	Attends to task within the group	Participates in the group
2. LISTENING	Does not listen	Listens to some commands	Interupts with extraneous comments while listening	Needs reminders while listening	Listens attentively while under group supervision
3. FOLLOWING DIRECTIONS	Does not follow directions	Follows one-step directions with assistance	Follows one-step directions independently	Follows two-step directions independently	Follows complex directions independently
4. HANDLING BOOKS	Destroys books	Does not destroy books	Explores and manipulates books	Shows interest in pictures	Turns pages in anticipation
5. USING BOOKS	Does not listen while story is read	Listens while story is read	Selects story to be read	Repeats words with teacher	Appears to be ready to begin reading instruction
6. OBEYING RULES	Seems unaware that rules exist	Shows awareness of given rules but nonconforming	Tries to conform, but needs encouragement	Conforms to usual rules	Accepts rules

	1	2	3	4	5
7. SOLVING PROBLEMS	Does not recognize a problem	Sees a problem and withdraws	Asks for help without trying	Tries solutions at random to solve a problem	Tries to solve problem based on previous experiences

B. COMMUNICATION SKILLS

	1	2	3	4	5
1. DEMONSTRATING RECEPTIVE LANGUAGE SKILLS	Possesses no receptive language skills	Makes eye contact	Smiles in response to another person's smile	Uses movements and gestures to denote needs	Responds appropriately to a single commission
2. DEMONSTRATING EXPRESSIVE LANGUAGE SKILLS	Possesses no expressive language skills	Babbles to self	Makes sounds to get attention	Imitates some sounds	Responds verbally to questions
3. MAKING CONVERSATION	Engages in no form of conversation	Listens, but does not engage in conversation	Converses with one-word statements	Converses in simple phrases	Converses comfortably in complete sentences
4. DEMONSTRATING SPEECH	Demonstrates no distinguishable speech	Demonstrates speech which is understood only by immediate family	Demonstrates unclear speech but is understood by teacher	Demonstrates immature speech, but is understood by people other than teacher or immediate family	Speaks in an easily understood manner

	1	2	3	4	5
5. USING EXPRESSIONS					
a. Greeting (e.g., "hi")	Makes no attempt	Imitates adult pronounciation of expression	Uses expression with prompting	Initiates expression in usual situations	Uses appropriately in a variety of situations
b. Good-bye (e.g.,"bye")	Makes no attempt	Imitates adult pronounciation of expression	Uses expression with prompting	Initiates expression in usual situations	Uses appropriately in a variety of situations
c. Please	Makes no attempt	Imitates adult pronounciation of expression	Uses expression with prompting	Initiates expression in usual situations	Uses appropriately in a variety of situations
d. Thank you	Makes no attempt	Imitates adult pronounciation of expression	Uses expression with prompting	Initates expression in usual situations	Uses appropriately in a variety of situations
e. You are welcome	Makes no attempt	Imitates adult pronounciations of expression	Uses expression with prompting	Initiates expression in usual situations	Uses appropriately in a variety of situations
f. Apology (e.g., "excuse me")	Makes no attempt	Imitates adult pronounciation of expression	Uses expression with prompting	Initates expression in usual situations	Uses appropriately in a variety of situations

C. EARLY SKILL DEVELOPMENT

	1	2	3	4	5
1. DEMONSTRATING PICTURE RECOGNITION SKILLS	Demonstrates no ability to recognize a familiar picture when named	Recognizes picture as representing object named	Chooses correct picture out of 2 to indicate object named	Chooses correct picture out of 3 to indicate object named	Chooses correct picture out of 4 to indicate object named
2. DEMONSTRATING PICTURE RELATIONSHIPS	Demonstrates no ability to associate pictures	Indicates similarities between 2 pictures (e.g., ** are the same)	Indicates 1 object in 4 which is not like the others (e.g., ** -*)	Matches pictures of familiar objects which occur together (e.g., baseball and bat)	Arranges 3 pictures in sequence to tell a story
3. DEMONSTRATING LETTER READINESS					
a. Naming	Shows no skills in naming letter symbols	Tries to name letter symbols	Knows names of at 3 letters (any 3)	Knows parts of the alphabet	Knows alphabet
b. Writing (Rate each letter)	Shows no skills in writing symbol for letter	Imitates writing of symbol (motor, visual, and verbal cues are given)	Traces symbol (visual, verbal, and outline cues are given)	Copies symbol (visual and verbal cues are given)	Writes letter on request (verbal cues only)
A					
a					

	1	2	3	4	5
B					
b					
C					
c					
D					
d					
E					
e					
F					
f					
G					
g					
H					
h					
I					
i					
J					
j					
K					
k					

	1	2	3	4	5
L					
l					
M					
m					
N					
n					
O					
o					
P					
p					
Q					
q					
R					
r					
S					
s					
T					
t					
U					
u					

	1	2	3	4	5
V					
v					
W					
w					
X					
x					
Y					
y					
Z					
z					
c. Matching	Shows no skill in matching letter names and symbols	Finds symbol for first letter of name	Finds symbols for at least 3 letters in name	Finds symbols for all letters in name	Finds correct symbol for any letter on request
4. DEMONSTRATING NUMBER READINESS a. Counting	Shows no counting skills	Tries to count	Names any 3 numbers	Counts to 5 by rote	Counts to 10 by rote

	1	2	3	4	5
b. Writing (Rate each number)	Shows no skill in making symbol for number	Imitates writing of number symbol (motor, visual, and verbal cues are given)	Traces number symbol (visual, verbal, and outline cues are given)	Copies number symbol (visual and verbal cues are given)	Makes number symbol on request (verbal cues only)
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
c. Matching	Shows no skill in matching number names and symbols	Matches number symbols (e.g., "3" and "3")	Finds corect symbol for at least 2 numbers	Finds correct symbol for at least 5 numbers	Finds correct symbol for any number on request
5. DEMONSTRATING MEMORY SKILLS	Shows no memory skills	Knows where to find a specific item	Recalls names of visitors, etc.	Recalls one idea	Knows words of songs or poems

III. PERCEPTUAL SKILLS

A. VISUAL DISCRIMINATION SKILLS

	1	2	3	4	5
1. FOCUSING	Engages in diffuse visual activity (not purposeful observation)	Focuses on motion or light	Focuses on bright colors	Focuses on large objects and/or instructor	Focuses on small objects
2. DISCRIMINATING AMONG SHAPES	Demonstrates no awareness of differences in shapes	Recognizes differences in shapes	Matches like shapes by physical or visual screening	Selects circle and square on request	Selects and names like shapes from large assortment
3. DISCRIMINATING AMONG COLORS					
a. Conceptualizing	Demonstrates no awareness of color differences	Shows interest in color	Shows interest in one color	Matches like colors	Chooses particular color to complete a task
b. Naming	Demonstrates no awareness of color names	Associates language symbol with color (not necessarily correctly)	Matches language symbol with color	Selects color on request	Names and identifies crayon box colors correctly
4. DISCRIMINATING AMONG QUANTITIES	Demonstrates no awareness of amounts	Demonstrates understanding of one vs. many (e.g., follows direction to take one of something)	Demonstrates understanding of 1 vs. 2	Arranges objects into groups of 2's	Groups objects into 3's, 4's, and 5's

	1	2	3	4	5
9. DISCRIMINATING AMONG SIZES	Demonstrates no awareness of differences in size	Differentiates between two grossly different-sized objects by physical screening (e.g., takes bigger piece of cake)	Selects smallest and largest objects from a group of three	Selects smallest and largest objects from a group of five	Arranges five items from smallest to largest

B. NON-VISUAL DISCRIMINATION SKILLS

	1	2	3	4	5
1. DEMONSTRATING AUDITORY DISCRIMINATION (without visual clues)	Demonstrates no awareness of sound	Responds to sound with startle response	Turns head to source of sound	Focuses on certain sounds (e.g., responds to name)	Responds to patterns of sound (e.g., follows stories) and differentiates among voices of peers
2. DEMONSTRATING TASTE DISCRIMINATION (without visual clues)	Demonstrates indifference toward tastes	Shows interest in tastes	Shows preference for and/or dislike of particular foods	Experiments with taste (e.g., tastes something new)	Identifies taste by clue (e.g., names food when wrapper is seen)

	1	2	3	4	5
3. DEMONSTRATING SMELL DISCRIMINATION (without visual clues)	Demonstrates indifference toward smells	Shows interest in smells	Shows preference for and/or dislike of particular smells	Experiments with smell (e.g., sniffs flower)	Identifies smell by clue (e.g., smell of popcorn)
4. DEMONSTRATING TACTILE DISCRIMINATION (without visual clues)	Demonstrates indifference toward textures	Picks up objects	Shows preference for a particular texture	Discriminates between grossly different materials (e.g., matches like objects that are wet and dry, smooth and rough)	Pairs items found among materials of different textures

SUMMARY OF CHILD'S
CURRENT LEVEL OF FUNCTIONING

MOTOR SKILLS

ACADEMIC SKILLS

PERCEPTUAL SKILLS

BEHAVIORAL PRESCRIPTION
(based on the results of the checklist)

IMMEDIATE OBJECTIVES

PROCEDURES

EVALUATION

TEACHER'S COMMENTS

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